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AUTHOR Kerns, Marilyn; Stanley, Martha
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ABSTRACT

This booklet was created to help communities (especially in Minnesota) to build community partnerships through community education. Such partnerships are needed in order to identify and meet community needs that are no longer being addressed by the Federal Government. The booklet is organized in three sections. The first section outlines the need for community partnerships, details the types of partnerships, lists barriers to participation, and sets forth the critical ingredients. In the second section, successful partnerships that have been put into action in seven Minnesota cities (Benson, Buffalo, Hanover, Montrose, Rochester, South St. Paul, and Wrenshall) are described. The final section is a blueprint for action that explains how to create community partnerships. Topics discussed include the following: the planning team, planning for partnership, initiating a partnership, planning the initial meeting, training small group facilitators, conducting community partnership meetings, and additional meetings and followup. Substantial appendixes describe the project that was developed to foster community partnership, and provide sample media releases, invitations and time lines, along with a discussion of group leadership techniques. (KC)

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Building Community Partnerships Through Community Education

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MARILYN KERNS
MARTHA STANLEY

Foreword

The Minnesota Project Community Partnerships is itself the result of partnership efforts on the part of the Minnesota State Department, the Community Education Center at the College of St. Thomas, the State Advisory Council on Community Education, the Minnesota Community Education Association, the Minnesota Gavel Group and local Community Education practitioners.

We particularly want to thank those people who served on the grant planning committee.

Stan Barraga
Elizabeth Bothereau
Lawrence Erie
Thomas Fish
Robert Gramstad
Art Ingersoll
Marilyn Kerns
John Perkovich
Donald Peterson
Martha Stanley
Gayle Whitesell

Marilyn Kerns
Martha Stanley
Authors

Building Community Partnerships Through Community Education

. . . IT CAN HAPPEN!
. . . IT HAS HAPPENED!
. . . HOW TO MAKE IT HAPPEN!

Robert Gramstad, Project Director
Herb Karsten, Project Consultant
Marilyn Kerns, Project Consultant
Martha Stanley, Project Consultant

Darrol Bussler, Project Director, South St. Paul
Bridget Gothberg, Project Director, Buffalo, Hanover, Montrose
Jill Jordahl, Project Director, Wrenshall
Peggy Larson, Project Director, Benson
Armin Scheurle, Project Director, Rochester

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Table Of Contents

IT CAN HAPPEN! Page

Project: Community Partnerships 1
Need for Partnerships 4
Types of Partnerships 8
Barriers to Participation in Partnerships 11
Critical Ingredients for Partnerships 14

IT HAS HAPPENED!

Benson 17
Buffalo, Hanover, Montrose 19
Rochester 22
South St. Paul 23
Wrenshall 25

HOW TO MAKE IT HAPPEN!

Blueprint for Action 28
The Planning Team 28
Planning for Partnership 29
Initiating a Partnership 32
Planning the Initial Meeting 35
Training Small Group Facilitators 36
Conducting Community Partnership Meetings . . . 37
Additional Meetings/Follow-Up 39
Summary 40

APPENDIX

A. Project Community Partnerships Purpose Statement 43
B. List of Participants at State-level Meeting 44
C. Agenda of State-level Meeting 45
D. Checklist for Organizing a Community Partnership 46
E. Media Releases 47
F. Invitations to Participants 50
G. Partnership Meeting Agendas 55
H. Community Partnership Time Lines 57
I. Facilitating Small Groups 58
J. Nominal Group Technique 63

It Can Happen

Project: Community Partnerships

An idea that has the potential of changing the fabric of life in communities throughout the United States is emerging in small towns and large cities, in urban neighborhoods and in rural areas, and in suburban communities and within the borders of governmental districts. This idea-- the creation of partnerships to share resources in addressing the critical issues of community life--is not the result of an organized national movement or a major media push, nor is it the result of the concentrated efforts of a recognized leader or guru.

Community partnerships are developing as a realistic and automatic response to the current problems in our society. As a nation we are facing the first severe period of economic hardship in nearly 50 years. We are a people inexperienced in tightening our belts, either individually or collectively. Even though we have lived through, survived and in some cases found answers to critical times and critical issues--the Korean and Viet Nam wars, the civil rights and equal rights movements, Sputnik and the arms race--we have done so in a growing economy with (seemingly) unlimited resources. We have dealt with today, believing that tomorrow would take care of itself. However, the unplanned for tomorrow has become our today, and we find we are sorely lacking the experience and resources to play the new role expected of us.

The "trickle down" theory of economics is accompanied by the "gushing faucet" of delegated responsibility, and the resulting pool of this displaced responsibility has become a matter for communities to deal with as best they can. Communities are being asked to find solutions to social, fiscal and educational concerns that formerly were the province of the state and national governments. Communities are finding themselves coming up short: in experience, in resources, and in knowledge of how to handle the vast pool of responsiblities that has been thrust upon them.

The response of several communities in the country has been to address and tackle the problem of providing for local needs at the local level through the development of community partnerships. These partnerships are made up of schools, industry, business, labor, health care providers, social service

agencies governmental units and other community groups which join together to identify community issues and problems and to share resources in efforts to address the issues and solve the problems.

Other communities are beginning to hear of the successes of these isolated community partnerships and are coming to believe in the wisdom of creating similar partnerships. However, believing in an idea and bringing an idea to fruition are worlds apart; before any community can implement the partnership concept it must overcome many obstacles posed by the following questions. How can one individual or group obtain the "right" or "power" to develop a community-wide partnership? How can community groups and agencies which have functioned autonomously since their inception be convinced that cooperative arrangements are in their best interest? How can these autonomous groups and agencies be encouraged to broaden their focus beyond their own mission statements?

The Community Education Section of the Minnesota State Department of Education decided to encourage the emerging belief in community partnerships and to provide the training that would put this belief into practice. Consistent with this decision, the State Department developed a proposal for a comprehensive Community Partnership Project, and this project was awarded a grant from the U.S. Department of Education. The project began in December, 1981 and although the funding for the project terminates in October 1982 the project itself has no ending date.

Project: Community Partnerships (the formal title of the State Department project) has four major intentions: to spread the word about partnerships as an answer to some of the current problems facing communities; to provide the impetus and motivation for developing community partnerships throughout Minnesota; to offer the legitimacy to Community Education that would overcome the obstacle of credibility of the initiator; and to provide the training that would afford the initiator the knowledge to develop a local community partnership that could overcome the obstacles of turf protection and narrow focus. (See Appendix A for **Project: Community Partnerships** Purpose Statement).

Because the project is a continuing focus of the Community Education Section of the State Department of Education, all four intentions of **Project: Community Partnerships** are ongoing. Eight months does not allow an idea to be transmitted, implanted and implemented throughout an entire state; however, great strides have been made in promoting community partnerships, and the design for continuing the project is in place.

Up to the present time many exciting and change producing events have occurred in Community Education's state-wide efforts to meet the intentions of the community partnership project.

- A meeting of leaders of the state level counterparts of community agencies and groups was conducted to develop awareness of the project, to identify issues in which co-operative efforts could make a difference, and to encourage promotion of the partnership idea through the network systems of the state agencies and groups. Participants at the meeting included representatives from the state associations for school administrators, secondary principals, elementary principals, junior and community colleges, recreation and parks, adult and continuing education, area vocational technical directors, school boards, PTA, commerce and industry and Community Education. Also attending were representatives from the State Departments of Welfare; Health, Labor and Industry, and representatives from the Minnesota Literacy Council, the League of Minnesota Cities; the Minnesota Board on Aging and the Minnesota Agriculture Extension Service. (See Appendix B and C for participants and agenda of state level meeting).

- Articles promoting the concept of community partnerships were printed in the Minnesota Community Education Association newsletter, the Minnesota Recreation and Parks Association newsletter, the Minnesota Adult and Continuing Education Association newsletter, the newsletter of the Community Education Center at the College of St. Thomas and in **Update**, the publication of the State Department of Education.

- Information on partnerships was published in **Involving People: A Guidebook for Public Participation Through Community Education** (Community Education Center College of St. Thomas, 1982) and in **Building Better Communities IV** (Community Education Center, College of St. Thomas, 1982).

- Workshops and training sessions were conducted at the "New Community Educators' Workshop" in September, 1981 and at the "Multi-State Conference for Community Education" in June, 1982.

- Five communities were selected on a competetive basis to develop models of community partnership. The five communities, selected within school district size categories, were:

Benson; Buffalo, Hanover, Montrose, Rochester; South St. Paul and Wrenshall. The results (and remarkable successes) of the community partnership experiments in these five communities are described in this publication.

Equally exciting and change-producing events are planned as a result of the success of **Project: Community Partnerships** and as part of the plan to continue to meet the goals of the project.

- The major state actors in Community Education--the Community Education Section of the State Department of Education, the Community Education Centers at St. Thomas and Mankato State University, the Minnesota Community Education Association, the State Advisory Council on Community Education and the National Community Education Association through its regional representative--are working together to promote the concept of community partnerships.
- Participants at the "New Community Educators' Workshop" in September, 1982 will be joined by participants of the "All-Directors' Day Workshop" for training in developing community partnerships
- A session at the Minnesota Community Education Association annual conference will be devoted to teaching specific methods for initiating community partnerships.
- The Board of the Minnesota Community Education Association has authorized its Interagency Committee to implement a project entitled **M-PACT**. This project will continue the goals of **Project: Community Partnerships** by promoting the partnership concept and by providing training in the creation and implementation of community partnerships.

Need For Partnerships

None of us require a lecture to raise our consciousness about the problems caused by a declining economy. We feel the bite within our own programs and we see many of the visible effects of reduced budgets and cut-backs in programs within our own communities. While hardships may vary in intensity from community to community, no single community has escaped the realities of federal, state and local reductions in funding. Few communities have not felt the jarring effect caused by failed businesses and increased unemployment. Most communities feel the ripple effect

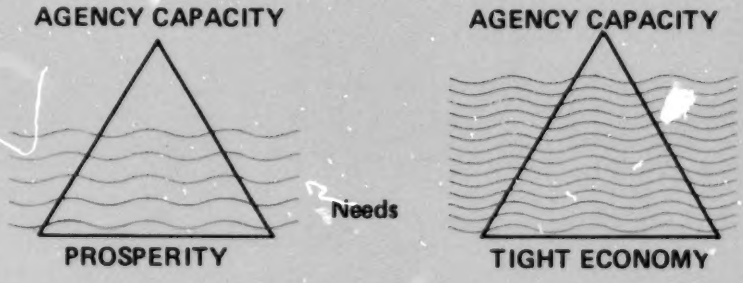
that results from reduced funding and unemployment--increased family problems, increased social welfare needs, overworked agencies and general feelings of discouragement and fear.

A community cannot be healthy if:

- there is wide-spread unemployment
- people are hungry
- health care is inadequate
- prejudice and competition separate people
- senior citizen needs are forgotten
- pre-school children do not receive proper care
- government is not responsive
- social services are fragmented and unequally distributed
- schools remain isolated and remote
- social problems are ignored
- people and groups do not communicate

No single organization or group has ever been able to address all the problems and concerns of a community. With the increased needs of today's society, all the organizations and groups working beyond their individual capacity, are unable to do more than apply localized band-aid solutions to the problems of the total community.

A graphic view of the situation may help us visualize the current situation and will help us understand the necessity of developing cooperative or coordinated arrangements between all those concerned with promoting healthy communities.

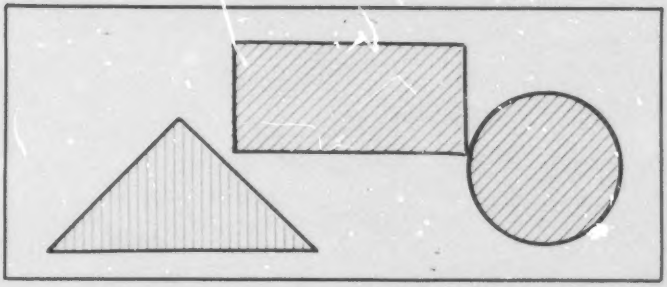


The drawing on the left depicts a community situation in prosperous times. While most needs are met, even in good times there are some needs that are beyond the focus or capacity of the combined agencies' capabilities. However, in prosperous times, the total community agency capacity is greater than the total of combined needs. In times when needs are small and agency potential is great, partnerships between agencies can match the extra or unused capacity with the needs that are not being met.

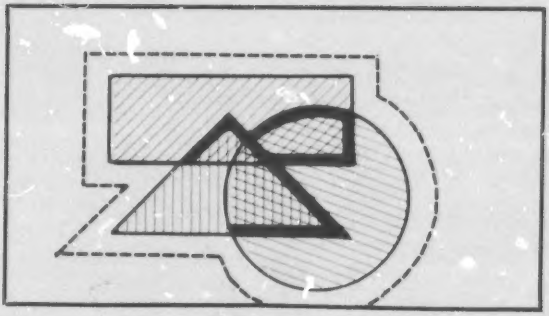
The picture (illustrated by the drawing on the right) becomes grim when the economy becomes tight. As we have discussed, the needs are much greater when an economy begins to falter and while, at the same time, the combined capacity of community agencies becomes less because of reduced budgets. In this situation agency capability is at, or beyond its limit and many needs cannot be served.

Obviously, if the total capacity of all agencies in the community cannot serve the needs and if money is not available to expand agency capacity, a different approach to providing for social and economic problems must be developed. A method needs to be devised in which existing resources can be expanded or better utilized.

Community partnerships--the method promoted and promulgated through the State Department's **Community Partnerships Project** is one of the best answers to the question of how to meet increased demands with fewer resources. Another graphic representation shows how community partnerships can produce the synergistic effect--the whole being greater than the sum of its parts--that can address pressing current community problems.



The rectangle above represents the needs of a community and the agencies which serve its needs. In this example of how agencies typically function, each agency goes about its business alone, handling its own clients and their specific problems. Many needs fall outside the mission or area of responsibility of the individual agencies, and these needs--both individual and community--largely go unserved or unnoticed. However, when partnerships are developed to promote communication, cooperation and collaboration, the picture of community needs changes dramatically.



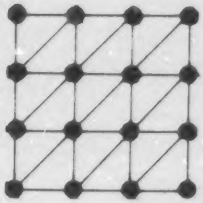
When agencies--education, governmental, social service, service clubs, business, labor--are brought together to look at and plan for the needs and issues of the entire community, the possibility for increasing service coverage without increasing costs, staff or time is greatly enhanced. As the above diagram points out, the three agencies which are working in partnership are able to identify the areas of duplication, determine which agency can best serve the needs of the clients who are double-served, or decide that some needs are properly served by the efforts of more than one agency or group.

Two extremely important results occur when agencies and groups join together in partnerships: the needs, issues, problems and concerns of the community are viewed from a perspective rarely taken by a single agency; that is, rather than agencies determining that they can only serve specific clients or needs, they look at the total needs and determine how their capacity and capabilities can be adapted to meet the needs. The second important result of partnership building is the synergism described earlier. As resources and expertise are shared in the areas of overlapping service (the areas within the dark lines above) each agency, now relieved of some responsibility, is able to devote the the "freed-up" capacity to expand its area of service (the dotted lines surrounding each agency in the diagram). Because of these two results--proceeding from a perspective of total community needs, and increasing the number of problems that can be addressed community partnerships provide a sound and workable response to the "gushing faucet" of increased needs and increased responsibilities.

Types Of Partnerships

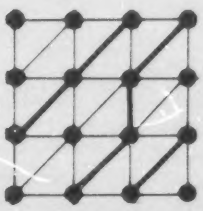
Project: Community Partnerships did not specify the type of partnerships or partnership arrangements that should take place in the communities which were serving as models for partnership building. As in all Community Education programs, projects and efforts, each local experience was expected to be unique because each community retained the freedom to decide what would work best for it. However, the local project director became acquainted, through training, with different models of partnership and with different methods for creating or fostering partnerships. In all cases, the process used required that community groups and agencies be brought together to begin the communication that would or could result in partnerships or partnership arrangements. As a result of open communication any of the following interaction and sharing structures could have evolved.

Networks



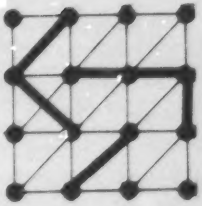
The loosest type of community linkage is a network system. Networks serve primarily to foster and facilitate communication between and among agencies and community groups. Effective total community networks provide the forums through which each agency and group has contact with each other agency and group. As a result of such contact and sharing of information, groups are in the position to develop higher level or closer linkages.

Coordination



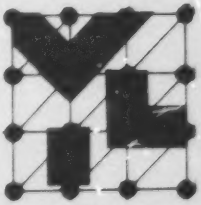
Coordination occurs when two or more agencies or groups take action as a result of the increased communication developed from being part of a network. Agencies may determine that one or the other is better able to perform a certain service and a decision is made to allow that agency to do so. Coordination can include referral between agencies and the joint publishing of calendars or resource materials. (The bold lines between agencies in the drawing illustrate examples of coordination.)

Cooperation



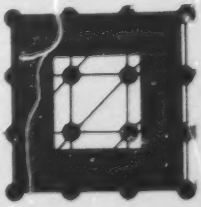
Cooperation represents a higher level of linkage than that of coordination. When two or more agencies cooperate to provide a service or conduct a project, each agency gives up some of its autonomy in exchange for certain benefits--cost savings, ability to serve a larger clientele, increased recognition or feelings of satisfaction in being able to have a larger impact on the community. (The bolder lines connecting agencies in the drawing illustrate cooperative arrangements. As is apparent, the agency retains identity, but it is less than in a coordinated system.)

Collaboration



The next higher level of interactive activity is that of collaboration. In collaboration the autonomy of the agencies is more limited and the common goal becomes as important as the identity of the agency or group. Joint powers agreements between local governmental units and Community Education to provide recreation services are examples of collaboration. (The very bold lines in the drawing illustrate collaboration between agencies. The goals--the project or activity--become more evident than the agency, although the placement of the agency remains.)

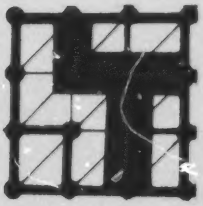
Partnership



Partnerships are developed for specific issues and have a goal structure that transcends the goals of the participating agencies and groups. For example, community agencies and groups may determine that raising employment skills of unskilled individuals is an important community goal and they may develop a plan in which education, business and social service agencies work together to meet that goal. In a partnership arrangement, the partners mutually contribute resources to

solve the identified problem. (The accompanying illustration shows how agencies work together around a common goal.)

Community Partnerships



Community partnership projects often combine all levels of linkage and interactive activity, from simple networking through partnerships, to accomplish a specific purpose. The ideal community partnership occurs when all actors come together to identify community problems and to determine the role each agency or group will play in solving the problems. (While the illustration is complex, the operation of the community partnership is not, because a new structure is developed that organizes each component into manageable parts.)

A partnership or a combination of individual partnership arrangements made up of agencies, organizations and groups that serve the community can achieve some or all of the following results:

- Identification of community needs and problems by way of a system that cuts across the restrictive limits of organization purpose statements.
- Increased communication that helps outline and describe the purpose and capabilities of each participating organization.
- Opportunities for realignment of each group's efforts in order to make the best use of resources.
- Development of a total community plan that coordinates the efforts and activities of education, business, government, social service providers and community service groups.

Barriers To Participation In Partnerships

Community partnerships are an obvious and workable answer to the current circumstances in present day society. However, moving from the theoretical ideal to a practical and acceptable approach is a path filled with obstacles. Some of the realistic barriers include:

- **Credibility of the initiator** It may seem somewhat presumptuous for any single agency or group to determine it has the power or authority to call together other community groups to develop partnerships. **Project: Community Partnerships** recognized this barrier. By selecting five communities on a competitive basis, the resulting publicity and recognition provided the needed credibility. The successes of the five projects should provide credibility to other Community Education programs that replicate the projects.

- **Power of the convener** Partnership implies equality of the participants. When one individual representing one group calls a meeting, structures a process and conducts the meeting to discuss partnerships, it is not readily apparent to other participants that equal partnership is the goal; rather it appears that one agency is attempting to gather support for its own purpose. The possible negative reaction to the convener was handled in several ways in the five communities participating in **Project: Community Partnerships.** The conveners prepared and presented carefully worded publicity and invitations to participate; they sought support from community groups; they clearly described the intent of the project and their role as neutral facilitator; and they, early on, turned over ownership of the project to the participating groups.

- **Acceptance of Community Education as initiator and convener** Closely tied to the previous two barriers is the more specific question of **why** Community Education should be in the role of organizing community partnerships which look beyond the school into the problems of the entire community. Unfortunately, many of us have not done a very good job of explaining the Community Education concept and philosophy to our communities. Community groups tend to view Community Education as those "people at the school" who run evening programs and afternoon

sports. Initiating a partnership project and convening a meeting to discuss partnerships in a community may be one of the best ways to tell the community about the larger role of Community Education as catalyst and reactor to community needs. As the concept of partnerships is explained, it quickly becomes apparent that Community Education is merely one of the partners in a process to identify and solve problems facing the community.

- **Specific focus of participating groups and agencies** Until groups and agencies have the opportunity to come together to learn about the mission and goals of each other, they will tend to believe that they have nothing to give and nothing to receive from participating in a partnership. A corollary of Parkinson's Law applies to the functioning of groups and agencies--as resources within the agency and group expand, so does the work load of the agency or groups; and, conversely, as resources diminish, the work load contracts to match the available resources. Each potential participant, initially, is convinced that it holds nothing in reserve to share with others. Because partnerships are based on the premise of identifying all community problems and matching agency capacity to the problems, the focus of each partner becomes different. The question becomes not, "how can we do more then we are doing now?", but a question of "how can we help address and solve this problem?".

The illustration above shows the difference between, proceeding from a focus based on agency and group capacity, to a focus based on community problems.

In the former case, the view is that many of the problems are being met by the efforts of the agencies and groups in the community. In the latter instance, community problems are identified and studied. Those that are hidden, ignored or otherwise not addressed (the darkened area in the illustration) become the new focus of the participating groups and agencies. We then look at what isn't being done, rather than at what is being done.

- **Turf protection** Another important barrier to consider when organizing community partnerships is the question of protecting an agency's or group's turf--those specific areas of endeavor and responsibility that are traditionally and consistently served by the particular agency or group. Although a probable result of the sharing of information and the discussion that leads to creating partnerships may be some determination of areas of unneeded duplication, the primary purpose of partnerships is to motivate agencies to look beyond their current focus to the issues of the total community, and to decide how they can devote their expertise and resources to address these larger issues.

- **The overwhelming magnitude of community problems** Many agencies and groups, when first hearing of the plan to develop a community partnership, may think that community problems are insurmountable and that it is grandiose for any community to believe that it can create a healthy, fully functioning community. A community partnership approach does not claim to be a vehicle for creating a utopia; on the other hand, given the current climate of redirected government support, vastly reduced resources and rapidly multiplying social and economic problems, communities have no choice but to step in and take up some of the slack. Community partnerships are not a suprastructure, but instead are a combination of coordinated, cooperative or collaborative efforts conducted by the existing providers of community services. The essential value of community partnerships is their ability to bring together the existing providers to develop a common focus and to outline a plan of action in which the unmet areas of concern are addressed.

Critical Ingredients For Partnerships

Community partnerships can become a reality in every city, town, rural area, suburb and neighborhood in the United States. Only four things are necessary to develop community partnerships: the **desire** for finding a better method to serve community needs; a **decision** to implement a community partnership; a **design** for a workable partnership based on needs, resources and capabilities; and **determination** to implement the partnership.

- **Desire** The desire to create a community partnership can come from any individual or group in the community. The desire is fostered by an awareness that the community climate is not as healthy as it should be, that many problems seem unsolvable, that constant new problems and needs are falling on the shoulders of the community, and that existing methods for dealing with needs and problems are not sufficient.

  Interest in creating a community partnership system can be encouraged by providing information about the successes of partnerships in other communities. Many publications produced by Community Education speak to the effectiveness of partnerships in addressing community problems. The Colorado Department of Education, the Iowa Department of Education, the California Community Education Association, the Mid-Atlantic Consortium for Community Education and the Minneapolis Community Education Department have all conducted and reported on successful experiments in partnership building. The experiences of the five model communities that took part in **Project: Community Partnerships** are reported in this publication. Also, theoretical information that explains methods and means and the importance of partnerships is provided in the July, 1982 issue of the **Community Education Journal.**

The desire on the part of the five communities that participated in **Project: Community Partnerships** was motivated in part by the availability of a small amount of money and the recognition that the community would receive by being selected as a participant. These motivating factors will not be present for communities which are initiating partnerships on their own volition. However, in the view of the five participating communities, these outside motivators were not compelling forces. The grant

served more to provide needed credibility than to create the desire to develop a community partnership. The desire came instead from a very real interest on the part or the school district and the Community Education director in each community.

- **Decision** When there is sufficient interest and desire to investigate the possibility of developing a partnership structure within a community, a decision to formalize the interest and desire must be made. Obviously, a single person with a strong belief in the benefits of partnership cannot, alone, make the decision to go ahead. At this point in the development of a partnership, political savvy comes important. The person or persons who desire a partnership need to sell the idea to others in the community who will serve as sponsors or who will guarantee their support. Any group or agency can be approached to serve as the official group that promotes the idea of partnership and calls the first meeting. Some possible groups are the School Board, the Chamber of Commerce, the City Council or social service agencies. Any individual or single group can attempt to develop a community partnership; however the likelihood of success is highly related to the reputation of the sponsor, the amount of promotion and selling of the idea that takes place and the support that has been created before the first meeting. If these elements are present, initial plans for a partnership can be developed.

- **Desig** The structure of a partnership project should not be decided upon before the partners convene. Partnership implies equality of input, planning and responsibility. No participant will take ownership of a project that appears to be the creation of some other group. However, certain elements of project design need to be addressed before the initial meeting is held. These elements include:

  - publicity
  - identification of participants - method of invitation
  - site for the meeting
  - identification of facilitator
  - format of the meeting
  - method of presentation of information
  - plans for follow-up

In most community partnership projects, the design is loosely structured. As the meetings progress and communication and comfort level improves, the design takes on more structure--with specific agendas, task force assignments and so on.

- **Determination**: The fourth critical ingredient for success--determination--is vital. We have all participated in many meetings that are called to address a specfic issue and that never go anywhere. For a meeting or two, enthusiasm is generated, and then because there are no plans for continuation or follow-up, the meetings become historical events. Community partnership meetings can share this same fate unless the participants have the determination to see that the process continues. There may be many rough spots and brick walls when agencies and groups attempt to work together for the first time. Participants will come initially to listen and learn but they also come protected in the armor of their autonomy. Social change and institutional change occur slowly and we must be aware of this fact. The most important thing to remember when creating community partnerships, is to create a plan for continued communication, cooperation and revision of direction, if needed.

The four critical ingredients of successful community partnership--desire, decision, design and determination--were all successfully employed in the five communities that served as models for **Project: Community Partnerships** The following narrative describes the key elements, the major successes, and some lessons learned in the process of building partnerships in each of the communities -Benson; Buffalo, Hanover, Montrose; Rochester; South St. Paul; and Wrenshall.

It Has Happened

The partnership success stories summarized in this section attest to the reality of the current need for community partnerships--whatever the size community--whatever the community's problems. Each of the communities participating in **Project: Community Partnerships** recognized the critical ingredients for building partnerships and incorporated these ingredients into their action plan in a manner best suited for their own unique situation. The Community Education director in each community formally applied to the Minnesota State Department of Education to be a participant in **Project: Community Partnerships.** The communities chosen to undertake the partnership effort were selected on the basis of size, geographical location and their initial recognition of community needs and resources.

As previously noted, the partnerships which evolved in each community reflect their community differences. Yet at the same time there is a common thread in each of their stories: a strong belief that the community can group together to identify unmet needs and do something about meeting these needs; a belief that all people have the power to effect positive changes in their environment and the self-confidence to attack problems head-on and make the partnership philosophy a reality.

Benson

Community Overview

Benson is a rural community located in west central Minnesota. The Benson School District, which was the target area for the partnership project, encompasses Benson itself and four smaller communities: Clontarf, Danvers, DeGraff and Swift Falls. Total population is about 7,100. The area economy is based on agriculture and Benson is the retail-wholesale trade center for the surrounding rural population.

There are several agencies and governmental units within the Benson area. Benson is the county seat, so in addition to each town's governing body, county programs are located in the area. The County Extension Services, Sheriff, Welfare and Family Services have offices here. In addition to these, other area agencies such as the library, a hospital, nursing and

group homes, police and the Red Cross are active in Benson. Several organizations serve youth and adults alike and there is an active Chamber of Commerce which deals with area business and industry.

Desire for Partnerships

Benson's primary objective for participating in the partnership project was to increase communication between the numerous govermental units, social service organizations and businesses within the school district. It was felt that once this initial communication was established, duplication of services could be reduced, joint community planning would evolve, and with cooperative efforts to meet community needs, community pride would be enhanced. With these broad goals in mind, Benson began its participation in the project.

Implementation

The convener of the initial partnership meeting was the Benson School District under the coordination of Community Education Director, Peggy Larson. Community members were first made aware of the partnership concept through a newspaper article announcing the project's intent and informing residents that a community meeting would be held in the near future. Key actors in the community were identified as potential participants and these individuals (more than 100 people) were sent a letter from the Superintendent, Bruce O. Govig and Larson, inviting them to attend a partnership workshop. This mailing included an overview of the purpose of partnerships and a brief history of how Benson was chosen to participate in the project. One week before the meeting was to be held, a follow-up letter with a meeting agenda was sent out to further encourage participation.

By using good publicity techniques--the news media, local radio and personal letters--Larson had an excellent response. Sixty-five persons attended, representing governmental units, the school district, service agencies, businesses and social service providers. This was an excellent turn out. Considering it happened in the midst of the state basketball tournament, it was particularly impressive.

Although the meeting was facilitated by the Community Education director, those attending soon became aware that each of them shared the community's problems and potential solutions to these problems. The meeting began with an informal dinner and ended with the formation of a steering

committee to deal further with issues which had been raised. After a presentation on partnerships, how they are formed, and what their results can be, participants divided into small groups to deal with specific community problems. Twenty-nine problems were identified and these were combined and prioritized into four major issues which participants felt should be addressed: under employment and unemployment; lack of communication between agencies; a serious reduction in human services delivery due to diminishing federal, state and county resources; and lack of community pride. As possible solutions to these problems were identified it became increasingly clear to everyone present that they could all do something to solve the problems, and that they did have available local resources to address their concerns.

The most potent of these resources was identified as being their own community members. A campaign began to encourage residents to patronize the businesses in their own area, rather than travel to a larger community a few miles away. Due in part to this effort, some previously endangered businesses have been able to remain open. Through sharing of information, communication developed between groups which had previously been unaware of each other's services. This communication has evolved into plans for joint purchasing agreements, coordinated agency publicity and cooperative programing.

In dealing with each of the identified issues and finding solutions to common problems, the need for continual community planning was recognized. A steering committee was formed to continue efforts which had begun and an annual partnership meeting is planned for the spring of coming years. By jointly dealing with community problems, the Benson community looks with pride at its current accomplishments and the limitless accomplishments possible in the future.

Buffalo, Hanover, Montrose

Community Overview

The Buffalo, Hanover, Montrose community, as defined by its school district boundaries, is located approximately 35

miles west of the metropolitan Twin Cities Area. The community is geographically quite large, encompassing 157 square miles, and three towns: Buffalo, Hanover and Montrose. The population of the area is growing and is currently 15,560. Approximately 50 percent of the working population commutes to the Twin Cities area for their jobs and the other 50 percent is engaged in farming or local business. Buffalo is the county seat so the community has several local and county officials and agencies. In addition to these governmental groups, the community has a strong merchant's association, numerous service organizations and several social service agencies.

Desire for Partnerships

The major goal for the Buffalo, Hanover, Montrose partnership project was to create a stronger sense of community among the diverse groups within the school district area. Communication, a broadened vision of community potential, increased resources and community autonomy were all seen to be components of this goal.

According to Bridget Gothberg, Community Education Director and coordinator for the Buffalo partnership effort, there were many "little steps with made progress toward building partnerships in Buffalo." Perhaps some of these steps were small, but as the results show, great strides have been made in the Buffalo area to meet its partnership goals.

Implementation

From its inception, several segments of the community were involved in the partnership project. Formal resolutions supporting partnerships were passed by the School District the Buffalo City Council and the Merchant's Association when the district's application to participate in **Project: Community Partnerships** was submitted to the State. At this same time, an article appeared in the Buffalo paper endorsing the partnership concept and suggesting that Buffalo pursue creating community partnerships even if it was not selected as a model community by the state. (See Appendix E). Consequently, when Buffalo was selected to participate, much groundwork had already been laid, paving the way for future success.

An integral actor in this success story was the Buffalo Community Education Advisory Council. The council, working with Gothberg, decided it would conduct an initial meeting with representatives from the three City Councils, the County Board, the School Board and the School District Administration to further acquaint them with the partner-

ship concept and win their support for the project. An invitation from M. Darrell Miller, Superintendent of Schools and Gothberg was sent inviting fifty-five identified participants from these groups to a workshop and dinner at the high school. Thirty of those invited attended this initial partnership meeting. At this meeting, the participants identified major problems, brainstormed potential ideas for partnership and investigated ways to implement their ideas. From this group a committee of twelve was organized to plan the community meeting which was to follow.

This second meeting which was attended by fifty-five community members included representatives from businesses, social service agencies and service organizations, in addition to those involved in the initial meeting. As Gothberg notes: "We invited everyone we could think of who could help us with our partnership goal." Through the small group discussion model, these participants identified potential partnership projects and prioritized their concerns.

Results stemming from both meetings were rewarding. After the first meeting, communication between the three towns and the school district vastly increased. Council members became involved in school district activities they had not previously supported. School books were loaned to the public libraries for the summer. Plans were initiated for having community employees who were being laid off from their jobs, work in other area agencies. The word about the partnerships spread throughout the district and even community members not involved in the meetings called Gothberg with further suggestions for partnership activities.

After the second meeting, major community problems, possible solutions to these problems and persons or groups responsible for helping with these problems were identified. Seven areas were seen to be needing major focus: a lack of financial resources; a lack of communication between area groups and agencies; the need for services in the areas of senior citizens, employment for youth, cable T.V. and recycling; the need to provide high school diplomas and a literacy program to area adults; the need to enhance the stability and growth of the family unit; the need to provide an alternative to state supported summer school; and a need to expand Community Education opportunities for area residents.

All of this information was incorporated by the committee into their Education Advisory Council "1982-83 Annual Plan For Community Education." In this plan are goals and objectives aimed to meet identified community needs. In

some cases, the Community Education Program is seen to be the resource for solving the problems, but in most cases the plan points out that it is through a community effort that solutions will evolve. This annual plan is a true "community plan," one which ensures that the first year of partnerships in Buffalo will be continued.

Rochester

Community Overview

The Rochester School District is located in southeastern Minnesota. The population of the city of Rochester is 57,000 and the school district area, which is the focus area for the partnership project, has a population of 72,000. Rochester is a city with diversified industry, business, labor and a noted medical center and is the county seat for Olmstead County.

There are numerous human service agencies in the Rochester area. In addition to the Mayo Clinic, there are other hospitals, a mental health center, day care providers, libraries, planning commissions, a county center, an art center and others.

Desire for Partnerships

The major goal for Rochester's participation in **Project: Community Partnerships** was to create a strong network of relationships between community agencies. It was felt that the establishment of this network would result in increased funding for service, joint leadership opportunities, increased use of public facilities; increased community awareness of current services and a large pool of service resources upon which the community could draw.

Implementation

Since the Rochester community is large and diverse, the decision was made to focus first year partnership efforts on strengthening relationships among community social service agencies. Two partnership workshops were held in Rochester to foster such relationships. Meetings were hosted by the Community Education Coordinator, Armin Scheurle. As director of the Rochester Partnership Project, Scheurle states that his goal was "to create trust-developing relationships between community agencies, and in so doing, to foster the growth of partnerships."

To this end, 20 agencies were identified as those which had a multi-service focus in their delivery of programs to residents. These agencies were invited to attend a dinner meeting and workshop at a high school to begin the partnership process. Emphasis at the meeting was on sharing information about current services offered and cooperative relationships. In addition, barriers to, and essential ingredients for, specific partnership relationships in Rochester were discussed. Participants found this information sharing opportunity invaluable, discovering that more services were available in the area than they had realized and that many of them already worked with the same agencies. With this information, they were able to reduce service duplication, increase referrals and jointly plan programs.

A second community meeting was held. Twenty agencies having a single-service focus were invited. The format of this meeting was similar to the first: an overview of partnerships was given after which participants divided into smaller groups to discuss current cooperative relationships, services and needs.

This information sharing focus in Rochester has already had tangible results and promises much for the future. Information gained at the two meetings is being used by the Community Education Advisory Council and will be presented to the Community-wide Coordinating Council. Through these first steps, forty Rochester agencies have begun to develop the trust which is the basis for partnership building.

South St. Paul

Community Overview

South St. Paul is a first ring suburban area located on the Mississippi River. It has been an important livestock marketing center since 1887. Depending on this single industry, South St. Paul has experienced severe economic hardship in the last ten years with the closing of two of the area's largest companies. Widespread unemployment and a greatly disturbed economic base caused the Federal Government to declare the area economically depressed. Current urban renewal projects which have begun in recent years are attempt-

ing to bring the city back to its once prosperous state. The South St. Paul School District is also experiencing a decline--theirs in enrollment. Within a fifteen year period the student population in South St. Paul Schools will have declined by more than fifty percent.

Despite its several problems, South St. Paul has numerous resources upon which to draw. City and county agencies involved in community programs include: parks and recreation, police, libraries, health services, welfare, corrections, volunteer services and others. Businesses and labor are active in the Chamber of Commerce and the Retail Association. Service organizations support several community programs and projects, particularly community wide activities in the arts.

Desire for Partnerships

South St. Paul's desire to participate in the Partnership Project was based on the commitment to interagency communication and cooperation which had already been established. The Chamber of Commerce and city had previously indicated an interest in working with the school district on mutual concerns and had already conducted a Community Priorities Conference. The city and school district had a history of working together to develop a community center and special community events. The school district identified the need to work with area agencies in its plans for 1982-83.

Implementation

The implementation of **Project: Community Partnerships** took immediate advantage of South St. Paul's history of, and desire for, cooperative problem solving. Support for the project had been received by the city, Chamber of Commerce, Community Education Advisory Council and School Board prior to the grant award. Building upon this support, Darrol Bussler, Community Education Director, and Ray I. Powell, Superintendent of Schools, invited fifteen key community leaders to an initital breakfast planning meeting. At this time the partnership concept was outlined and additional participants identified. After two subsequent breakfast meetings, it was determined that they would meet every two weeks and that their partnership effort should remain informal, informational and non-controversial. However, after the fourth meeting it became apparent to the increasing number of participants, that they, as community leaders, had the ability to affect positive change in South St. Paul and that they could take advantage of the partnership project to do that. Consequent-

ly, they shifted their direction and decided to become specific and task oriented in their approach. Involvement increased to over 40, including county, Metro Council and state officials.

At their fifth breakfast meeting participants were given a model for understanding community needs which laid the groundwork for identifying major issues, problems and projects. These issues which were discussed at the sixth and seventh meetings include: housing; jobs; declining school enrollment; reuse of CENEX and Armour facilities; reduction of bureaucratic red tape; importance of agri-business focus; maintainence of the hospital; marketing; odor abatement; safety/security; excess school facilities; and the importance of the livestock industry. With these issues in mind, they decided that they would focus on developing a community marketing plan to further clarify these issues and their solutions. The next two meetings consisted of presentations by the Chamber, city, school, the retail association, HRA, ministerial association and labor to assist in this clarification. The tenth meeting was a "town tour" of twenty-seven community agencies, businesses and other sites, which further helped partnership participants understand current community conditions and recognize resources available to meet some of their concerns.

Using the information they gained in the informational meetings and the town tour, the South St. Paul Community Partnerships Group is currently developing its Community Marketing Plan--a true plan for community development. Seventeen meetings within seven months and the group remains active and strong! Where will they go in the future? According to Project Director Bussler, "Community Partnerships is a group process; the process itself will determine the future direction in South St. Paul."

Wrenshall

Community Overview

Wrenshall is a small rural area located in northeastern Minnesota. The school district encompasses the city of Wrenshall, the township of Holyoke and surrounding rural area, with a total population of about 1,400. Most area

residents are either employed in larger neighboring towns or are engaged in farming or forest products and services within the school district. The "center" of the community is located around the City of Wrenshall's school and two churches.

The district's population base is small and service agencies and social service organizations are limited. Municipal services and some county services are available; however, area residents must travel to surrounding communities for many of their needs. Area churches and the school through its school board, Community Education Advisory Council and parents groups are active within the school district.

Desire for Partnerships

The Wrenshall School District's primary goal in participating in **Project: Community Partnerships** was to identify and better utilize existing community resources in order to expand area services. More specifically, they wanted to conduct a comprehensive needs assessment and build on both the process of the assessment and its product to increase residents' involvement in their own community. As stated by Jill Jordahl, Community Education Director and Wrenshall Project Director, "With the present economic conditions, a needs assessment and multi-agency cooperation is even more essential. This is especially important in a community like ours which doesn't have a great number of service agencies."

Implementation

After notification of the grant award, Wrenshall formed a Partnership Planning Committee led by Jordahl, Elroy Schultz, Superintendent of Schools and Community Education Advisory Council members. This group decided to use the "charrette" process to implement its project. The charrette process is a compressed planning procedure which employes the gathering of initial data and the continual revision of this data until participant consensus is achieved. The initial step in Wrenshall's charrette was the mailing of a survey to all identified community groups, governing boards and businesses. The thirty-six respondents to this survey identified youth activities, community problems and specific community events as areas of concern. This information was compiled by the planning group, and a second survey was sent to the same community groups asking them to prioritize the issues identified in the first questionnaire. Forty-four of these second surveys were returned.

With the survey information complete, the charrette meetings were called to further review the data and to reach consensus on a community plan of action. A Friday dinner meeting was held to further acquaint twenty-nine community leaders with the purpose of the partnerships project and specific models of community cooperation. At the end of this meeting, participants broke into small groups to work on an exercise in cooperation.

Response to the Friday meeting was positive and encouraged an even greater number to participate in the charrette process on Saturday. During this day long Saturday meeting, a professional process facilitator and volunteer group facilitators led community members in the development of a community plan. The previous survey information was discussed and further prioritized. Three areas for partnerships were identified by the community: employment and industry; a farm produce market and youth activities. Each participant left the Saturday meeting as a member of one of the committees assigned to these issues.

Six weeks later the group reconvened to assess their committee progress. During this six week period, Jordahl worked with the committees, encouraged communication between the committees and the school board and published a newsletter going to all community residents to gain additional support for the project. This hard work paid off, as the results show!

- A teen recreation center housed initially in the school has been organized. Support and financial assistance has been shared with: the school district, Community Education, Wrenshall City, Wrenshall Township and Silverbrook Township.
- A Youth Employment Referral Service has been established.
- A Community Market is being run every Saturday throughout the summer. The market features crafts, services, flea market items and produce.
- A local Community Service Directory was complied to encourage people to support local businesses.
- A group of local residents are organizing a corporation sponsored by community investors. The objective of this group is to establish a mini-mall in the area. Land has been donated to be used.
- A community-wide newspaper is being discussed with all community groups contributing.

- A committee is applying for a grant to establish a total "Youth Opportunity Center" that would house the employment program, a home chore program for senior citizens, a youth recreation center and the community newsletter.
- A commerce committee is actively seeking new business.

A final charrette meeting was held for all community members to share these partnership results and further increase involvement in the project. At this meeting it was decided to continue some type of community meeting on a regular basis to assure continuance of Wrenshall's partnerships. The Wrenshall community has demonstrated that they are proud of the area they live in and are willing to work together to insure its well being.

How To Make It Happen

We know "It Can Happen" and we know "It Has Happened". Now we will look at how each community can develop its own community partnership project building on the theory of the first section and the practical experience of the second section. The following blueprint for developing community partnerships in general in its approach and should be considered as an outline that can be applied to specific community situations and interests. (A checklist for organizing a community partnership meeting is included Appendix D.)

Blueprint For Action

I. THE PLANNING TEAM

A planning team or steering committee should be organized to plan the initial partnership meeting. By sharing the responsibility for convening the meeting, two important concerns are addressed: a team approach will dispel the idea

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that a single individual is foisting his or her wishes on the community, and a team approach will provide support early-on by some of the community leaders.

The Community Education advisory council can serve as the steering committee for the project; however, if the council is large or busy with many tasks, it makes sense to develop a special task force made up of council members. Also, if the council is primarily a lay-citizen council, representatives, agencies or groups which are to be included in the project should serve on the task force. The planning committee need not be large--three to five members is a suitable size. A larger task force might appear to the potential participants as being an "in-group" from which they were excluded.

II. PLANNING FOR PARTNERSHIP

Initial planning for a partnership project should answer the basic questions: what is the purpose of the proposed partnership; who should be involved; what time frame should be used for the initial meeting and where should the meeting be held.

A. **What is the Purpose of the Proposed Partnership?**

Some of the purposes might be:

- to discuss existing issues such as unemployment, youth services, chemical dependency or school dropouts.
- to identify issues of shared concern and to determine how to cooperate or collaborate to address the newly identified issues.
- to determine a specific project which all members of the partnership agree to help implement.
- to develop a total community plan in which all participants play a role in its creation and implementation.
- to set up a framework (coordinating council, task force, etc.) that will take over the continuing role of providing the method for communication, cooperation, coordination and collaboration.

B. **Who Should Participate in the Partnership?**

The potential participants in the community partnership should be identified. The choice of participants will be determined by the intended purpose of the project. If the partnership is designed to address a narrow issue, those agencies and groups that are currently involved

with the issue, or that naturally should be involved, will be identified. If the goal of the partnership project is to develop a total community partnership system, then broad representation will be sought. Some of the agencies, groups and individuals which should be considered as participants in a partnership project include:

- School Board
- Superintendent of Schools
- School Administrators
- Teachers in the K-12 program
- Community Education Departments
- Government (City Council, County Commission, Township Board, etc.)
- Chamber of Commerce
- Government Agencies (welfare, health, aging, etc.)
- Business and Industry
- Service Clubs (Kiwanis, Lions, Rotary, etc.)
- Religious Leaders
- Media (newspapers, radio and television)
- Park and Recreation Department
- Agriculture Extension, including 4-H
- Community Colleges
- Vocational Technical Institutions
- Labor
- Hospitals and Health Care Agencies
- Social Service Agencies
- Senior Citizen Organizations
- PTA/PTSA
- Police and Fire Departments

C. **What Time-Frame Should be Used for Initial Meeting?** The planning task force should determine where the initial meeting or workshop should take place. The general rule is that the more time that can be devoted to the initial meeting, the better.

- The ideal initial meeting is a two day session which is conducted away from the community at a retreat center, camp or other facility. By getting people away from the environs of their own community interruptions are eliminated, attendance is concentrated rather that being drop-in and drop-out, and the discussion at hand receives full attention.

Unless some agency or group is able to provide funding for an overnight session, or unless the participating individuals are sufficiently enthused to devote the time and money to a two day off site meeting, such a session will not take place in most communities.

- A second alternative is to conduct a two day session in the community with participants returning to their own homes in the evening. This method is almost as good as an off site meeting; however, the problems of interruptions and spotty attendance can occur.

- A third alternative for the initial meeting of the partnership is an all day workshop. A single day workshop will allow participants time to become acquainted, to share information and to do some initial brainstorming around issues.

- Four of the five partnerships in **Project: Community Partnerships** conducted less than full day workshops and these, as you have read, have also been extremely successful. The workshops that motivated the greatest continuing involvement, however, developed plans for repeated meetings to continue the discussion and planning.

- The amount of time that can be devoted to the meeting is more important than the time of day. Successful meetings have occurred early in the morning, during the morning, at noon, during the afternoon, over an evening meal or in the evening. Breakfast and lunch meetings are time limited and it may be difficult to accomplish much during the short time available. (However, South St. Paul very sucessfully operates its Partnership Project at early morning breakfast meetings and attendance at these meetings continues to grow.)

- The specific day of the week on which the initial meeting is to be conducted is a matter for local determination. If the meeting is to be an all-day session, Saturday may be a good option because of fewer conflicts. On the other hand, many people

are reluctant to give up a weekend day to attend another meeting.

- Any weekday can be selected as a day for the meeting. The task force can make a spot check with some of the potential participants to get a feeling for which day might be best. Sufficient notice well in advance of the meeting is more important than whether the meeting is held on a specific day.

- Community partnership projects may begin at any time during the year. The five successful projects of **Project: Community Partnerships** began in January and February. Many groups and agencies operate either from September through August or according to their own fiscal years. It makes sense to start the project before all potential partners' calendars are entirely full. And, of course, the time before Christmas and summer are generally to be avoided when starting a new project.

D. **Where Should the Initial Meeting be Held?**
The ideal situation, as stated above, is to hold the meeting away from the immediate community

- If the meeting is held within the community, a neutral meeting place should be found--a restaurant, hotel, public hall, etc. By finding a neutral site, participants will not attribute ownership to any specific agency or group.
- If the only available space is that provided by one of the participating agencies or groups, it should be made apparent that the project is not the project of the host agency or group.

III. INITIATING A PARTNERSHIP

The person or the planning task force with the "idea" for a community partnership has two important responsibilities in initiating the project: developing support for the project from key leaders in the community, and promoting interest in the community and among potential participants.

A. **Developing Support**
The project stands a much greater chance for success if a major agency or organization serves as its official

sponsor. If Community Education is to serve as convener of the partnership meetings, the logical sponsoring agent is the school board or the superintendent of schools.

The Community Educator or the planning task force should meet with the superintendent to explain the purpose and intent of a community partnership project. Carefully prepared information should be presented to the superintendent and should include:

- The purpose of the partnerships: to address a specific issue, to develop partnerships between the school system and community groups, to create a total community partnership in which all major community actors join together to improve the community.)
- An explanation of why the school system through Community Education is a logical sponsor of a partnership project.
- A list of potential participants who are to be invited to the initial organization meeting.
- Information about responsibilities of the school district to the partnership--both short-term and long-term (Resources, released time of convener, support services, provision of space, costs, length and amount of commitment and plans for continuation.)
- A request that the invitation for the initial meeting be issued by the school district, the superintendent, or jointly by the superintendent and the Community Education Director.
- Plans for convening the initial meeting including the format of the meeting, tentative agenda and the names of the resource people, trainers or facilitators.

Key leaders in the community should be appraised of the plans for the project before the invitations are sent out for the initial meeting. If a task force has been used for planning, these key leaders will already be

involved. If a single individual is the initiator and planner, he or she should talk about the project with some of the agency and group leaders who will be involved. The purpose of doing this preliminary groundwork is to assure support for the project and to gain advice for the direction of the first meeting.

B. **Promoting Community and Participant Interest**
The media should be informed and involved. Too often we think of the media only as the reporter of, and reactor to, community concerns; in reality, the media plays a major role in directing and focusing the interest of community members. Part of a successful partnership project is keeping the activities and work of the partnership in the public eye. Efforts should be made to develop or build upon the existing good working relations with newspaper, radio and television people. The decision to develop a community partnership should be reported in the media and supporting editorial encouragement should be sought. (Examples of media releases are in Appendix E). The identified participants should receive a written invitation to attend the initial meeting.)

- If the letter comes from the superintendent, the chairperson of the school board, or the director of some other sponsoring agency, participants may be more motivated to attend than if the invitation comes only from the Community Education Director.

- The letter of invitation should be strongly encouraging and should include the purpose of the meeting, the time, the place and a request for a reply by a certain day. A return postcard or a telephone number will help assure a reply. (Models of letters of invitation used by the participating communities in **Project: Community Partnerships** are included in Appendix F.)

- Follow-up phone calls should be made to all those who received invitations and who did not reply. If the person specifically invited is unable to come, ask that another representative of the group or agency attend.

IV. PLANNING THE INITIAL MEETING

A carefully planned first meeting is often the "make-or break" of a community partnership. Three areas of preparation are required.

A. Content of the Meeting

The planning task force should determine what should happen at the first meeting including topics to be covered and the method for presenting the topics.

- An informal welcoming time should be planned. The convener and the other hosts should welcome the participants and should ask them to sign in. Coffee and other refreshments should be available if the meeting is not a meal-time meeting.
- Participants should have the opportunity to introduce themselves and to talk about their group or agency. This can be part of an ice-breaking activity or a separate ice-breaking activity can be planned.
- The general purpose of the meeting should be presented to participants.
- Examples of other partnerships can be presented as well as theory underlying the creation of partnerships.
- A work session or sessions, should be conducted to determine the issues which the participants want the partnership to address.

B. Method for Conducting the Meeting

The planning team should decide how the meeting should be facilitated and what methods can be used to maintain interest. Some matters for consideration are:

- Defining the role of the convener.
- Deciding if outside presenters or facilitators are to be used (to present theory, to teach specific skills, to present examples of successful partnerships in other communities.)
- Identifying facilitators of small group sessions.
- Conducting a training session for facilitators of brainstorming and discussion sessions. (Tips for facilitating groups are listed in Appendix I.)

C. Environment of the Meeting

The planner(s) of the meeting need to arrange for the site, arrange how it is set up and arrange for meals or

refreshments. The following lists covers some details that should be arranged.

- The meeting site should be conducive to discussion and interaction. The room should be large enough to comfortably hold all the participants, but should not be so large that the group seems lost.
- The room should be able to be set up for mobility and for a variety of activities. Participants should be able to move their chairs into varied sizes of small groups and should also have a writing surface available.
- Audio-visual needs should be determined and audio-visual aids and equipment should be obtained.
- A registration table and name tags should be provided.
- Refreshments and/or meals should be arranged for the meetings.

V. TRAINING THE FACILITATORS OF SMALL GROUPS

Most of the people who attend the partnership planning meeting will be people who are experienced in working with groups. However, most of them may be more used to running meetings than in serving as general members.

It is extremely important to ensure equality of participation and this can only be done through the efforts of a neutral facilitator. Planners of a community partnership should consider using an outside facilitator. Local people can be effective but it may be difficult for them to be neutral. Also, it may be frustrating for local participants to take part in the discussion and try to facilitate the meeting at the same time. Which ever system is used--local or outside facilitator, training in facilitation techniques will help assure effective meeting.

Facilitators are usually required to:

act as moderator of the small group activities.
keep the group focused on the item being discussed.
conduct brainstorming session to identify issues.
make sure that the recorder has the accurate information.
promote participation of all members of the group.
summarize the results of the small group sessions and check the summary with the group for accuracy.
report findings to the total group or select a group member to report the findings.

VI. CONDUCTING COMMUNITY PARTNERSHIP MEETINGS

The previous material in the blueprint describes the schedule and content for the first meeting. This section outlines how the partnership determines its focus, develops an action plan and organizes the structure to carry out the action plan.

A. Determining Partnership Focus

The issues and problems that will be the focus of the partnership effort are identified and priorities for the identified items are set during a meeting of the total partnership. If the initial partnership meeting is short, two or more additional meetings may be required to isolate issues and to decide which should receive the attention and efforts of the group. The following method can be used to identify community issues.

- Place participants in small groups. Try to separate those from similar groups and agencies or those who ordinarily work together. Groups should be no smaller than three and no larger than seven.
- Assign a facilitator to each group. Ask the facilitator to introduce the assignment and to appoint a recorder.
- Brainstorm critical issues, problems and concerns in the community for, if the focus is narrower than the total community, brainstorm the issues, problems and concerns that relate to the question at hand. The Nominal Group Technique method of brainstorming is particularly effective in working with a diverse group. (For how to use the Nominal
- Group Technique method of brainstorming, see Appendix J.)
- Discuss identified issues in the small group, combine similar ideas, and rank order the list of issues, problems and concerns.
- Bring all participants back into one large group and ask each group to report on its rank ordering.
- At this point provide a break and use the time to prepare one consolidated list of rank ordered issues, problems and concerns.
- After the combined list is prepared, reconvene the large group and conduct a general discussion on the top ranked priorities.
- You may want to conduct a second vote in the large group on the priorities to verify that the

concerns are really those that are most critical. One method for conducting a vote in the large group is to give each participant a certain number of votes which he or she must "spend" in any combination (all for one item or spread out) for the issues that have been identified. The totaled votes will produce rank ordered issues on which the group agrees.

B. **Developing an Action Plan**

After the group has determined the critical issues, an action plan should be developed for the top ranked items. This can be developed through the following steps:

- Return participants to small groups and assign one or more of the identified priorities to each group.
- Each group then brainstorms objectives, action steps and strategies to solve the identifed problems or to meet the identified needs.
- General brainstorming and discussion (rather than the Nominal Group Technique) should be used.
- Each group determines how the problem can be solved or the need met in a logical, organized and workable manner.
- The large group reconvenes and each group reports on the action plan it outlined. General discussion and suggestions can be used to modify the action plan.

C. **Organizing the Structure to Carry Out an Action Plan**

Three different methods can be used to conduct the activities outlined in the action plan.

- Each participating agency or group can decide that it will take on certain aspects of several of the identified objectives.
- Two or more participating agencies or groups can decide that they will take on the major responsibility for all the objectives for a specific goal area.
- Separate task forces can be formed around specific issues or areas of concern. The task forces are made up of interested participants at the meeting and other community members who are interested in the issue.

VII. ADDITIONAL MEETINGS/FOLLOW-UP

If a true partnership is to exist, the initial efforts must be followed up with continuing meetings of the partnership participants. While the specific tasks related to the partnership goals are carried out by separate structures using the techniques of networking, coordination, cooperation and/or collaboration, the ownership of the goals belongs to the total partnership. Regular meetings should be scheduled for the purpose of reporting, evaluating and conducting additional planning. The content of these meetings can include:

- A progress or final report on each goal area.
- A subjective evaluation of the successes related to each goal area.
- Opportunities to revise objectives and action steps based on current inforamtion.
- Time to take stock of the partnership concept, to expand or revise the purpose, and to add additional partners.
- Planning for data collection to provide for objective evaluation.
- Development of new goal areas.
- Opportunity to revitalize, ramotivate and recharge.

Summary

For those willing to become involved, community partnerships hold great promise. The major problem is in getting started. Author Chaim Potok opens his book, **In The Beginning**, with the words, "All beginnings are hard." All beginnings are indeed hard because they require courage, hard work and fortitude.

Project: Community Partnerships has shown that beginnings cause exciting community change, positive community development and cohesive community attitudes. The price is small when compared with the results.

Community Education must explain to its own community and to all communities that it is vitally interested in the health, growth and vision of all community members. Community Education must convince its own community and all communities that it has the courage and fortitude to build community partnerships and that it will commit the hard work necessary for making community partnerships a reality.

The following fable **"Stone Soup Revisited"** illustrates the impact that partnership can have on a community.

Stone Soup Revisited

Once upon a time, when food resources in a village were seemingly gone, a creative individual--knowing that each person always has a little something in reserve--proposed that the community make stone soup.

After the stone was set to boil, people in the community were asked if they had "just a little something" that could improve the soup. Indeed, one person found a carrot, another brought a few potatoes, still another a bit of meat and so on. Lo and behold, when the soup was finished, it was thick and nourishing.

Such is the situation in our communities today. Because times are hard and resources are stretched to the limit, we tend to hold on to, or hoard our remaining wealth--be it time, talent or money. These self-protective actions leave most groups without enough remaining resources to effectively handle community problems.

Perhaps it is time that we adopt the "stone soup" stance of cooperation. And perhaps it is Community Education that should set the "pot aboiling".

We can do this by identifying the problems and placing them in the community pot. We can point out to other community groups that each must contribute to make the rich and full broth that is needed to nourish those who are affected by, or are victims of, the problem.

Community Education can start the fire, see that the solution starts to simmer, collect other enriching ingredients and see that the components are properly mixed. And, of course, Community Education will need to add its own protected resources to the recipe for community problem solving.

We are at a time when cooperation is essential to meet the deepening needs of society. The stone soup approach may provide the answer.

APPENDIX

Appendix A

PROJECT: COMMUNITY PARTNERSHIPS PURPOSE STATEMENT

Project: Community Partnerships has the potential for having not only an important, but a lasting effect on community education nationally. The Minnesota experience in **Project: Community Partnerships** which will be shared nationally through a monograph and numerous workshop presentations, could well be a strong force in motivating other communities to develop community partnerships.

We are at a time in history when the school district needs to move into a larger arena. The days of the insular school are in the past. Schools need to work with the leadership in the communities they serve in order to build support in this period of declining enrollment, inflated costs and restricted budgets. Schools need to share their knowledge and resources with other leaders in order to provide the stability and support that communities need for health and growth.

The current political and economic climate in the nation has caused us to come full circle. In the younger days of the country, community problems were handled "at home", as society became more complex, communities delegated more and more problems to higher governmental agencies; and now we hear and realize that the solutions to problems in the community must again be found in the community. Our communities have the resources and the leadership to accept this challenge. However, we have had decades of nurturing our vested interests and "doing it alone". Our greatest need today is to find the motivation and the method for joining forces to meet community needs.

Project: Community Partnerships provides both the motivation and the method. Examples of success are always strong motivators and this project will produce successful community partnerships. Because community education in Minnesota is willing to take on the risk of a trial-and-error approach to building partnerships, methods that work will be designed and subsequently shared with Community Education nationally.

Project: Community Partnerships will act on the thesis that community education serves as a community catalyst and will make the thesis a reality.

Appendix B

MINNESOTA STATE-WIDE PARTNERSHIP MEETING ATTENDANCE
January 28, 1982

Bill Asp: Director, Office of Public Libraries and Interagency Cooperation
Donna Barnes: Minnesota PTSA/PTA
Oscar Bergos: Association of AVTI Directors
Robert Bergstrom: Community College System
Paul Boranian: Director, Minneapolis Community Education
John Buckley: Parks and Recreation Department, Arden Hills
Darrol Bussler: Director, South St. Paul Community Education
Larry Erie: Retired State Department Community Education Section Manager
Bridget Gothberg: Director, Buffalo Community Education
Robert Gramstad: State Department Supervisor of Community and Adult Education
Alton Greenfield: State Department Reading Supervisor
Margaret Hasse: Minnesota Alliance for the Arts in Education
Jill Jordahl: Director, Wrenshall Community Education
Herb Karsten: Consultant for Minneapolis Urban Partnership Project
Marilyn Kerns: Assistant Director, Roseville Community School Services
Gerald Kleve: Deputy Commissioner, State Department of Education
Vern Lake: Department of Public Welfare
Peggy Larson: Director of Benson Community Education
Charlotte Mitau: Minnesota Association of School Administrators
Rosemary Park: Minnesota Association for Continuing Adult Education
John Perkovich: State Advisory Council on Community Education
Armin Scheurle: Coordinator, Rochester Community Education
Linda Scheibe: Minnesota Board on Aging
Byron Schneider: University of Minnesota, Agriculture Extension
Carolyn Schworer: Minnesota Literacy Council
Wallace Simpson: Minnesota Association of Community and Junior Colleges
Joe Sizer: Department of Energy Planning and Development
Martha Stanley: Assistant Director, Community Education Center, College of St. Thomas

Jim Stewart: President, Minnesota Community Education Association
Janice Templin: State Department of Education
Mike Torkelson: Minnesota School Boards Association
Gregory Waddick: Assistant Commissioner, State Department of Education
Gayle Whitesell: State Advisory Council on Community Education
Robert Wickland: Director, State Apprenticeship Program

Appendix C

STATE-LEVEL MEETING
AGENDA
January 28, 1982

9:00 Registration and Coffee

9:30 Introductory Remarks
Larry Erie: Retired Manager, Community Education Section, State Department
John Perkovich: Governor's Advisory Council for Community Education
Dr. Gerald Kleve: Deputy Commissioner, State Department of Education

9:45 The Purpose and Process of Partnerships
Overview of Federal Grant: Community Education and Interagency Cooperation
Martha Stanley: Project Consultant and Assistant Director, Community Education Center, College of St. Thomas
Working Partnerships: The Minneapolis Experience
Dr. Paul Boranian: Director, Community Educational Services, Minneapolis Public Schools
The Process of Partnerships
Herb Karsten: Project Consultant and Coordinator Community Partnerships, Minneapolis

10:45 Promoting Partnerships in Minnesota
Marilyn Kerns: Project Consultant and Assistant Administrator, Community School Services, Roseville Area Schools
Introduction of Participants
Sharing of Resources/Information/Ideas
Actions and Reactions

12:00 Seeking Endorsements
Robert Gramstad: Acting Supervisor, Community Education Section, State Department of Education
Dr. Gregory Waddick: Assistant Comissioner, Instruction/Special Education, State Department of Education

12:15 Lunch

Appendix D

CHECKLIST FOR ORGANIZING A COMMUNITY PARTNERSHIP

1. Select planning task force
2. Determine basic purpose of partnerships
3. Identify participants in the partnerships
4. Determine starting date
5. Determine site for first meeting
6. Determine length of first meeting
7. Select sponsors
8. Promote concept with community leaders
9. Publicize partnerships in media
10. Plan meeting agenda
11. Secure outside presenters and facilitators
12. Identify and contact small group facilitators
13. Train small group facilitators
14. Mail invitations and agendas to participants
15. Make follow-up call to non-responders, arrange registration materials and name tags
16. Arrange for set-up of meeting site
17. Order or arrange for refreshments or meals
18. Arrange for audio-visual materials
19. Prepare and print materials for meeting
20. Make final check of all arrangements

Appendix E

Community Ed given grant

Peggy Larson announced Monday that the Benson-Area Office of Community Education has been selected by the Minnesota Department of Education for participation in Project: Community Partnerships.

Larson, director of community education, said the selection carries a $1,000 grant award.

Project: Community Partnerships, explains Larson, is a federal program which awards grant monies to the community education section of the Department of Education.

Representing that department during Monday's meeting in Benson was Herb Karsten, consultant for P:CP and facilitator for the national committee of P:CP. Karsten is also an educational administrator.

Purpose of P:CP is to assist the local community education office in developing partnership systems between governmental units, business, labor, service organizations and other service agencies.

Benson's program participation, Larson said, would assist in development of community-wide planning, coordination of services and improve identification of community needs.

To begin development of Project: Community Partnerships in District 777 and Benson, a workshop will be conducted here Tuesday, March 16.

"The workshop will serve to introduce representatives of government, business and labor, service organizations and service agencies to the Community Partnership project," Larson pointed out.

"Presentations will also be made on methods of initiating and expanding cooperation between different groups and agencies."

Five school districts throughout Minnesota, each representing a different size, were chosen as models for this P:CP pilot project in the state.

The model school districts were selected on the basis of applications submitted to the Minnesota Federal Grant Committee by community education directors from school districts.

In addition to Benson, other school districts selected include Wrenshall, Buffalo, South St. Paul and Rochester.

A learning experience:

Buffalo City Council

By Cherie Anderson

Cooperation may be the key to survival for our schools, county, cities and townships in the future. Recently, as in the past, these segments of government have stayed very independent of each other and, generally, unless cooperation was required for completion or survival of a project, little contact was desired between them. Changing this philosophy is behind a grant being offered by the State of Minnesota, called the Community Partnership Project. Bridget Gothberg, director of Community Education for District 877, came before the council asking for a resolution from the City of Buffalo supporting the school district's application for this grant.

If accepted, Buffalo will be one of five model communities in Minnesota to implement a method of combining the resources of local governing bodies and the school district to solve common problems and to avoid duplication of services. A group from the state department would conduct workshops for representatives from city councils, the county board, business merchants, township board members, and school board representatives in our area. The workshops would cover how to set up the partnership system and outline the types of agreements that can be entered into (an example is the purchasing of parts for repairing equipment. As we all know, it is usually cost effective to buy in quantity.)

The city council was very receptive to the idea, as it could save the taxpayers of Buffalo money if a project like this could be implemented in our community. If the application for this grant is turned down, maybe we should look into the possibilities and extend our hands to our neighboring governmental units. We all have a common goal and if we can save money, we all may benefit by increased cooperation and communication with each other.

I have now completed my first year as your representative on the city council. I would like to thank you for the support and encouragement you have given me in this very hectic first year. I have learned a lot and I have made a special effort to read and research material so I could make informed decisions as your representative. I have tried my best to do a good job. Looking back, I would have done some things differently but I lacked the knowledge and experience. I take my responsibilities seriously and will strive to continually educate myself in the subjects that are important to Buffalo and you.

The planning committee (seated, from left,): Judy Ankarlo, Jan Lund and Jill Jordahl, and Superintendent El Schulz.

Wrenshall chosen for grant project

The Wrenshall School District was one of five state districts choosen to participate in a federal grant project, a local education area project focusing on community partnerships.

The purpose of this project is to develop local school district models of partnership systems to demonstrate cooperative community networking between local school districts, municipalities, business, labor, and other community agencies.

The partnership building process will be doumented in each of the five pilot community projects and a series of reports will be developed. distributed in Minnesota and on a This information will then be national level through workshop presentations.

The first phase of the project involves a survey system allowing over 60 community members to comment on various topics. This will be followed up by a district workshop focusing on the needs of the community and what can be done to fill some of these needs.

"The timing could not be more perfect with all the cut backs and current economic situation in the district," said Jill Jordahl, Wrenshall Community Ecucation director. "It's a great opportunity for our district to come up with some constructive and creative solutions to the present problems."

Appendix F

INVITATIONS TO PARTICIPANTS

"For All People of All Ages"

Benson Area Community Education

Independent School District No. 777 1400 Montana Ave. Benson, Minnesota 56215
Peggy Larson, DIRECTOR Phone: 843-4545

February 22, 1982

It is our pleasure to invite you to participate in Project: Community Partnerships, a workshop to be held March 16, 1982. The workshop will be conducted at the Benson Golf Club from 5 p.m. to 9 p.m.

Project: Community Partnerships is funded by a grant from the United States Department of Education. The purpose of this workshop is to bring key community leaders in School District #777 together to discuss the possibility of forming partnerships to continue to meet the needs of our residents. The enclosed fact sheet will give you background information and answer questions you may have on this project.

There is no cost for the workshop and a dinner will be served. Due to the large number of participants, we are asking that you complete the enclosed postcard and return it to the Community Education office by Friday, March 5.

If you would like further information on Project: Community Partnerships, please contact the Community Education office at 843-4545. We need you to make our goal of increased cooperation and communication a reality. Please plan on joining us on March 16.

Sincerely,

Bruce O. Govig Peggy A. Larson

Bruce O. Govig
Superintendent of Schools

Peggy A. Larson, Director
Benson Area Community Education

Enclosures

BOG/PAL: jg

Independent School District 877

Serving the Schools of Buffalo, Hanover, & Montrose

100 4th ST. N.E.
BUFFALO, MINNESOTA 55313
682-3674

M. Darrell Miller
Superintendent of Schools

District 877 Community Education has received a federal grant (one of five model communities selected) to develop partnership systems with municipalities and other governmental units, business, labor and other communtiy agencies.

This partnership project is meant to address many of the problems facing Minnesota today. With rapidly diminishing resources, we must explore alternative methods for the planning and delivery of community services.

To implement this project I would like to invite you to an initial planning workshop on Wednesday, March 10 at 4:00 p.m. at the Senior High School Library.

The purposes for this workshop are:

1. To discuss potential partnerships for our community. Mr. Herb Karsten, Director of the Minneapolis Partnership Project, will be present to give a background on Partnerships, examples of successful Partnerships and guidelines for your building of local Partnerships.
2. To identify mutual goals for developing Partnerships in our community.

This initial planning workshop will be followed by the Certificate of Compliance meeting involving the governments, service organizations, businesses and community agencies. The Certificate of Compliance meeting will expand upon the goals developed at the March 10 meeting.

There will be a dinner served at 5:30 p.m. and the meeting will last until 9:30 p.m.

This is a very important meeting for our community. It can be very beneficial for you. If you would like additional information, please feel free to call me at 682-5200 (Buffalo line) or 375-9611 (Metro). Please let me know by March 5 if you will be attending.

Sincerely,

Bridget Gothberg
Community Education Director

M. Darrell Miller
Superintendent

BG/kf

NORTHROP COMMUNITY SERVICES CENTER
Independent School District 535
815 SECOND AVENUE N.W.
ROCHESTER, MINNESOTA 55901
TELEPHONE (507) 285-8648

To: _____

From: A. Scheurle, Project Director

Subject: Federal Partnerships in Community Education Grant

Your agency has been selected to attend a Partnership in Community Education Workshop to be held from 5:00-9:00 p.m. on Thursday, March 4, 1982 in the Mayo High School Cafeteria.

Because this is to be a data collecting--sharing and telling--workshop, it is necessary, if possible, that you bring the following information to this meeting

a. Policy or goal statements your agency has developed in promoting cooperation with other agencies.
b. Examples of joint partnership projects with other agencies.
c. The name or title of the agency person responsible for these project developments.

Please fill in the following reservation form and send it to this office by Friday, February 19, 1982.

Name of Person _____

Agency _____

Check one:

Yes ____ I will attend
No ____ Our agency cannot attend

Return to:

NCSC
A. Scheurle
815 NW 2nd Avenue
Rochester, MN 55901

South St. Paul Public Schools
Community Services
SPECIAL SCHOOL DISTRICT NO. 6
100 Seventh Avenue North
South St. Paul, Minnesota 55075
(612) 457-9489

...where school and community are one

DATE: April 22, 1982

TO: City Council
Board of Education
HRA Board of Commissioners
Chamber of Commerce Board

FROM: Darrol Bussler

RE: Community Partnerships

You're invited and needed! Friday morning, April 30, 7:00 a.m. at the Dakota House.

Background

Several months ago a grant proposal was submitted which resulted in South St. Paul being selected as a model community for a concept called "Community Partnerships." Its purpose is to identify five Minnesota communities which will work at building partnerships within the community to deal with issues, problems, projects. The results will be documented and disseminated nationwide to cities of the same population.

For the past two months about 20 community leaders from the city, school, HRA, Chamber, retail and ministerial have been meeting to determine how the concept could work in South St. Paul. After four frustrating, exciting and challenging meetings, some directions have come into focus.

The Now

Your ideas are now needed in identifying those "issues, problems and projects." This will be done on Friday. Along with that, we will be given some direction (as we experienced in our last meeting) for us to consider. A copy of a letter from Bob Carter Jr. is enclosed. It provides one view of a possible direction.

It is important that we know how many will be attending. Please RSVP by 3:00 p.m. on Thursday, April 29, 457-9489.

We're on the move!

Kenneth Leon, Chairman
James Dennis, Vice Chairman

Larry Johnson, Clerk
Gerald Reuvers, Treasurer

Alan Lorman, Director
Robert Kay, Director

Independent School District No. 100

R. A. Baldus
High School Principal

Telephone (218) 384-4274
ELROY SCHULZ, Superintendent
P. O. Box 68
Wrenshall, Minnesota 55797

R. J. Cook
Elementary Principal

March 3, 1982

You have been chosen as a representative of (organization) to participate in our Wrenshall Community Partnership Workshop. The purpose of this meeting is to discuss various issues as a community and propose realistic solutions.

The dates set for the workshop are:
Friday March 26 7:30-9:30 p.m.
Saturday, March 27 9:00 a.m. - 3:30 p.m.

We would appreciate your response by Friday, March 12. Please indicate if you would be available on these dates and if you are willing to make the commitment to your community.

Feel free to call if you have any questions.

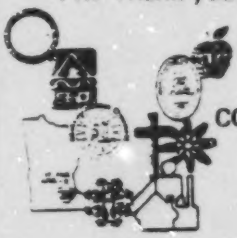
We appreciate your cooperation

El Schulz
Superintendent

Jill Jordahl
Community Services

PROJECT: COMMUNITY PARTNERSHIP
CERTIFICATE OF COMPLIANCE MEETING
May 6, 1982
AGENDA

I. Welcome/Introduction - Vern Wahlstom
II. Review purpose of meeting - Vern Wahlstrom
III. Historical perspective of District 877 Community Education program - Bridget Gothberg
IV. Review Philosophy, Goals and Program Components - Bridget Gothberg
V. Planning Process - Bridget Gothberg
   a. Introduction of Advisory Council and divide into small groups
   b. Small group introductions
   c. Identify activities, needs, partnership projects, etc.
   d. Prioritize top 2 or 3 activities in each area
VI. Share group priorities
VII. Thank you and adjourn - Vern Wahlstrom.



(BUFFALO)

COMMUNITY PARTNERSHIPS
April 30, 1982
7:00-a.m. - 9:00 a.m.

Dakota House

BREAKFAST: Dutch Treat
We will need to know how many will be attending
Please RSVP by Thursday, April 29, 3:00 p.m.
457-9489

AGENDA

I. Call to order - 7:00 a.m. SHARP!
Darrol Bussler, Director
Public Schools Community Services
II. Review of minutes submitted by Dick Olsen: April 17, 1982
III. Introduction of New Participants: City, School, Chamber, HRA, Ministerial

IV. A review: Community Partnerships
- What is it?
- Where is it now? A perspective

Mayor Michelson - City
Bob Swisher - School Board
Dick Ries - HRA
Pete Ries - Chamber
Jodell Ista - Retail
Chris Holmgren - Ministerial

- Where is it in other communities?

V. Identify issues, problems and/or projects which the South St. Paul community must address for its future development.

Note: In order to save time, all participants are asked to submit them in writing on forms provided. There will be no discussion on the subject at this meeting. Information will be tallied and reported at the next meeting.

VI. Presentation: "Public - Private Partnerships"
Steve Woolley, Manager
Northwest Region of the National Chamber

VII. Question and Discussion Period

VIII. Planning the Next Meeting: date, time, place, purpose

IX. Adjournment

(SOUTH ST. PAUL)

COMMUNITY PARTNERSHIPS
CHARRETTE FOLLOW-UP
May 13, 1982 7:30 p.m.
AGENDA

1. Committee Reports
   - A. Industry/Employment:
     1) Community Market - Bob Follis
     2) Business Directory - Karen Heimbach
   - B. Youth Opportunities:
     1) Job Service - Sue Pederson
   - C. Restaurant/Shopping Facility
     1) Teen Recreation Center - Jan Lund
     2) Commerce Committee - Judy Ankarlo
2. Community Wide Activity: Do we as a community want to sponsor a community wide activity?
3. Annual Community Meeting.

Appendix H

COMMUNITY PARTNERSHIP TIME LINES

SOUTH ST. PAUL COMMUNITY PARTNERSHIPS 1982

March 5	Explanation of grant award. Discussion: What do we do?
March 20	Defining: What do we do?
April 3	Defining continued: What do we do? Decision: Community Partnerships should be informal/informational/non-controversial
April 17	Presentation: "The Minneapolis Experience" Paul Boranian Minneapolis Public Schools Decision: Major change in direction from April 17 meeting - become task oriented; lead
April 30	Presentation: "A Model for Understanding Community Development Needs" Steve Woolley, Manager Regional U.S. Chamber
May 14	Identified major issues/problems/projects: Housing; jobs; declining school enrollment; reuse of CENEX, Armour Place; improve Project Review procedures; importance of agri-business focus; maintaining the hospital
May 28	Identified major issues/problems/projects: Marketing; odor abatement; safety/security; excess school facilities; importance of livestock industry Decision: Need for marketing plan and information to develop it
June 11	Information: Presentations by chamber, city, school, retail for developing a marketing plan
June 25	Information: Presentations by HRA, ministerial, labor for developing a marketing plan
July 7	Town Tour for developing a marketing plan
July 23	Focus: Community Marketing Plan

FUTURE? - Community Partnerships is a group process; the process determines the future directions in South St. Paul

This concept made possible in part, by a grant through the Community Education Section, Minnesota State Department of Education with funds from the Federal Government.

COMMUNITY PARTNERSHIPS - FEDERAL GRANT
WRENSHALL CHARRETTE
TIME LINE

February 9	Planning Committee
February 16	First Survey Sent
March 2	Planning Committee
March 3	Invitations to Charrette sent
March 4	Second Survey Sent
March 12	Second Survey Returned
March 17	Confirmation Letters to Charrette Participants Sent
March 26	Pre-Charrette Meeting
March 27	Charrette Meeting
April 1	Pine Knot Article Printed - General Grant Information
April 6	Small Group Update Sent
May 1	Final Meeting Notice Sent
May 13	Final Official Grant Meeting
May 26	Pine Knot Article Printed - General & Community Market

Appendix I

FACILITATING SMALL GROUPS

HINTS TO HELP YOU BE AN EFFECTIVE SMALL GROUP FACILITATOR

Small groups that are formed from larger groups generally serve these purposes:

A. They provide for **discussion of issues** in a group of manageable size and in which each group member will have an opportunity to share

B. They can **brainstorm** to identify issues, seek solutions, and generate ideas

C. They can **rank order or determine priorities** within the group

The work and thinking of the small group is then shared with that of the other small groups to create the larger picture.

Hints

1. Do a very short ice breaker (even if people know each other well). Ask each person for a single sentence to

describe something relating to the issue you will be exploring, for example, "I think the biggest problem in Our Town is . . . " This will cause the group to begin to focus.

2. Ask someone in the group to be the recorder and reporter.
3. Explain that your role as facilitator is merely:
   A. to encourage everyone to participate
   B. to keep the group on track
   C. to summarize
4. Refrain from entering into the discussion yourself. Of course, as a group member your thinking and opinion is important, but give other members a chance to speak first.
   Even though you are the facilitator and not the leader, the group members will tend to invest you with power. If you speak up on every topic or if you speak first, members who see you as the leader may be reluctant to present counter opinions.
5. Become comfortable with silence. It is not your responsibility to fill every gap. If you wait until someone else takes the responsibility, the leadership of the group is more likely to be shared by all members.
6. If you have unequal power in your group (either people with titles or position and those without, or loud and outspoken types and shy people) the Nominal Group Method of brainstorming can serve to equalize the power. When brainstorming with the Nominal Group Method each person writes his/her ideas on an individual list. Then each member in turn around the group gives one idea at a time. Any member may pass at any time and each member can add to her/his list as new ideas occur as a result of hearing others.
7. Employ good "attending behavior". Maintain eye contact with each speaker and look interested and aware.
8. Use good "connecting" skills to: a). take the focus from you and b). encourage equal participation. If a member addresses you with a question or idea, refer the question or idea to some other group member. Then ask other members of the group to react to "Mary's statement".
9. Keep your eye on non-verbal clues. Too often we see a person who is ready to speak (intake of breath and mouth beginning to open) who withdraws when the quick reactor or constant interrupter takes the floor. Make a mental note of these clues and go back to the person and ask what he or she wanted to say.

10. Be certain to summarize and to check that the group is in agreement with what will be reported to the larger group.
11. If the same group meets several times, it is a good idea to rotate the role of facilitator.

WRENSHALL CHARRETTE
SMALL GROUP FACILITATORS

SESSION I: BLUE SKY

Objective: To take the small group through a brainstorming process to list as many ideas concerning the topic as possible.

Procedure: There will be four groups of 5 members each. Each group will spend 10 minutes discussing each of four topics. Every 10 minutes the group will rotate to a new location but the facilitator and topic will stay in one area.
This is a brainstorming session - remember you want quantity not quality at this point.

1. Explain the objective of the group again: to list as many solutions as possible to the assigned topic.
2. Review brainstorming rules.
3. Explain that your role as a facilitator is merely:
   A. To encourage everyone to participate
   B. To keep the group on track.
   C. To record what has happened but not to get involved with the content of the group. The group belongs to the participants.
4. If someone doesn't start talking, choose one person and go around the circle giving ideas. People may pass. When ideas start flowing you can go back to a random pattern.
5. Ask questions, rephrase problems, look at different angles or definitions.
6. To end discussion:
   - Ask for final comments.
   - Go over the list and review it with the group.
   - Inform them of the location of the next group.

SESSION II: 2 YEAR PLAN

Objective: Each group will choose one or a combination of responses as listed from session I. The objective is to come up with a feasible 2 year plan.

Prodedure: Again there will be 4 groups of 5 members each. Each group will spend 15 minutes on a plan for each of the topic areas. Again the facilitators and topics will remain in one area and the group will rotate.

1. Explain the objective again. This time the group will be concerned with answering the following questions:
   a. What is the basic plan, objectives?
   b. Two year time line - what will happen when?
   c. Who will be involved?
   d. How will it be organized?
   e. What resources will you need in the community?
2. Summarize and end as in I

SESSION III: FINAL PLAN

Objective: To establish group ownership over the plan and develop a realistic, practical and specific 2 year plan.

Procedure: The group should first identify a leader for the project. Each group then picks one of or a combination of plans as identified in Session II

1. The facilitators' role should mainly be one of recording the results, rephrasing statements and questions and summarizing the plan. The group leader should take over as much as possible directing the group and finalizing the plan.
2. The facilitator can act as a sounding board, bringing up questions and clarifying statements.
   Review: When, where, how, who and what can be done in 6 weeks before the next meeting?

RULES FOR BRAINSTORMING

- Every idea is a good one.
- Go for quantity not quality.
- No criticizing of other people's ideas.
- No suggestion is silly.
- Say whatever come to mind, it does not need to be well
- thought out or developed.
- Have fun.
- Dream.
- Don't discuss, just list.

March 11, 1982

To: Advisory Council Members
From: Peggy Larson
Community Education Director
Subject: Project: Community Partnerships

I would like to have advisory council members serve as facilitators for the small group discussions at our workshop on March 16. As a facilitator your primary role will be to organize your group and to try to keep all members involved in the discussion. To help you accomplish this task I have enclosed an informational article entitled "Hints to Help You Be an Effective Small Group Facilitator".

Information You Need To Know

A. Your group will consist of 7-9 people, representing various agencies, governmental units and organizations.

B. The procedure you should follow:
   1. Have everyone introduce themselves and indicate who they represent.
   2. Do a short ice breaker (this can be something you have done in the past or something as simple as having group members answer a question such as "My Dream for our Community is . . .")
   3. Appoint someone to act as the group's recorder and reporter.
   4. Have members take 5-10 minutes to jot down answers and comments to questions. (They will be listed on a separate sheet of paper for each person.)
   5. Discuss each question as a group.
   6. Reporter will summarize to the large group.
   7. Collect everyone's answer sheets.

I also would like council members to stay after the meeting for a few minutes to discuss what happened in your group, and also what we should plan as a follow-up.

If you have any questions or would like further information please give me a call at the office, 843-4545.

Thanks so much for your support and help with this project.

Appendix J

NOMINAL GROUP TECHNIQUE

A successful meeting is one in which the decision making process is shared equally among all members. While this is the ideal, it is often hard to implement because:

- some people think faster than others
- some people are more verbal than others
- some people are more powerful than others
- some people like the limelight more than others

An effective way to even things out is to make use of the **Nominal Group Process** method of brainstorming

Nominal Group Process proceeds as follows:

1. The topic to be brainstormed is introduced to the group.
2. Each member individually makes a list of his/her ideas.
3. Each member, in turn, presents one idea.
4. Any member may pass.
5. Members can add new ideas to their lists as other's ideas stimulate thought.
6. Members who have passed previously may re-enter with an idea when it is his/her turn.
7. The brainstorming continues until all ideas are presented.
8. A list of all ideas is made during the nominal group process procedure.
9. The entire group discusses and rank orders the ideas.
10. The group decision is made.